



July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 5

Test Date: March 2009
Code: 11811436
SAU: Windham School Department
School: Manchester School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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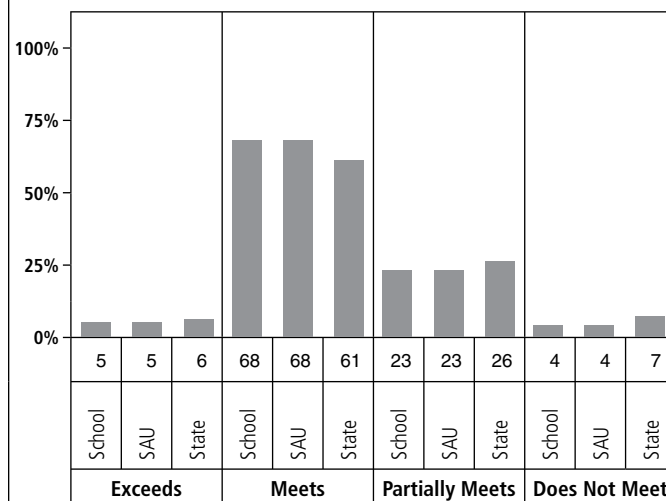
SUMMARY OF SCORES

Test Date: March 2009
Grade: 5
SAU: Windham School Department
School: Manchester School

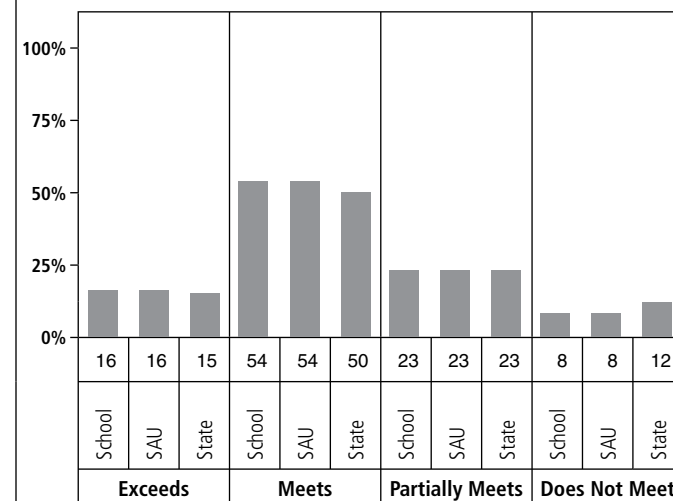
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	543	543	544
2007–2008	547	547	545
2008–2009	547	547	546
Cum. Avg.*	546	546	545
Mathematics			
2006–2007	542	542	546
2007–2008	545	545	546
2008–2009	548	548	547
Cum. Avg.*	545	545	546
Science			
2008–2009 **	544	544	543

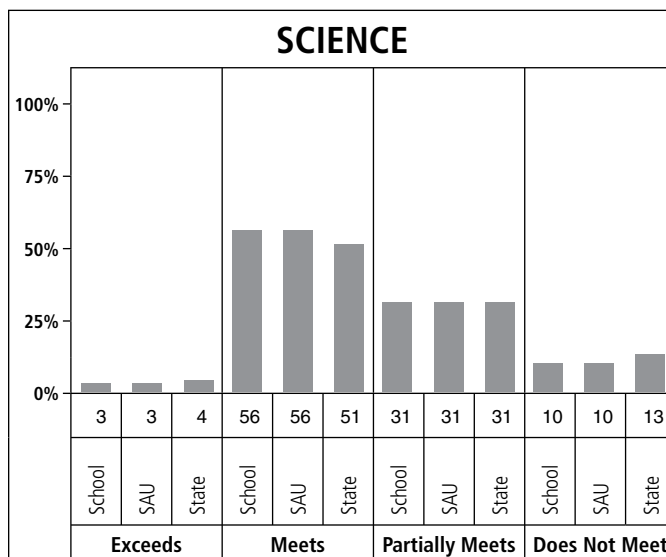
ELA – READING



MATHEMATICS



SCIENCE



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

**Because science testing moved from grade 4 to grade 5 in March 2009, science standards were reset and therefore no historical data are available.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
Grade: 5
SAU: Windham School Department
School: Manchester School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
	School		SAU		State		ELA-Reading						Mathematics						Science					
	n		n		n		n		n		n		n		n		n		n		n		n	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Total number of students	230	100	230	100	14212	100	228	100	228	100	14135	100	228	100	228	100	14144	100	228	100	228	100	14137	100
Ethnicity African American/Black	1	0	1	0	397	3	1	100	1	100	388	98	1	100	1	100	393	99	1	100	1	100	389	98
American Indian or Native Alaskan	2	1	2	1	110	1	2	100	2	100	110	100	2	100	2	100	110	100	2	100	2	100	110	100
Asian or Pacific Islander	2	1	2	1	259	2	2	100	2	100	253	98	2	100	2	100	258	100	2	100	2	100	257	99
Hispanic	0	0	0	0	175	1	0	0	0	0	172	99	0	0	0	0	172	99	0	0	0	0	173	99
Caucasian/White	225	98	225	98	13271	93	223	100	223	100	13212	100	223	100	223	100	13211	100	223	100	223	100	13208	100
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Identified disability	28	12	28	12	2479	17	27	100	27	100	2454	100	27	100	27	100	2455	100	27	100	27	100	2451	99
Current LEP	5	2	5	2	374	3	5	100	5	100	359	96	5	100	5	100	370	99	5	100	5	100	366	98
Economically disadvantaged	70	30	70	30	5848	41	69	100	69	100	5815	100	69	100	69	100	5819	100	69	100	69	100	5812	100
Migrant	0	0	0	0	8	0	0	0	0	0	8	100	0	0	0	0	8	100	0	0	0	0	8	100

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics						Science					
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	172	75	172	75	10849	76	175	76	175	76	10872	76	175	76	175	76	10976	77
Identified disability (PET/IEP)	0	0	0	0	298	3	1	1	1	1	307	3	1	1	1	1	338	3
LEP	3	2	3	2	170	2	3	2	3	2	169	2	3	2	3	2	177	2
504 plan	0	0	0	0	123	1	0	0	0	0	121	1	0	0	0	0	126	1
Participation with accommodations	54	23	54	23	3122	22	51	22	51	22	3124	22	51	22	51	22	3019	21
Identified disability (PET/IEP)	25	46	25	46	1992	64	24	47	24	47	2000	64	24	47	24	47	1971	65
LEP	2	4	2	4	184	6	2	4	2	4	196	6	2	4	2	4	184	6
504 plan	0	0	0	0	84	3	0	0	0	0	86	3	0	0	0	0	81	3
Other	27	50	27	50	907	29	25	49	25	49	886	28	25	49	25	49	826	27
Participation through alternate assessment (PAAP)	2	1	2	1	164	1	2	1	2	1	148	1	2	1	2	1	142	1
Identified disability (PET/IEP)	2	100	2	100	164	100	2	100	2	100	148	100	2	100	2	100	142	100
LEP	0	0	0	0	5	3	0	0	0	0	5	3	0	0	0	0	5	4
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Approved non-participation in reading – 1st year LEP	0	0	0	0	0	0												
Approved non-participation – special consideration	1	0	1	0	19	0	1	0	1	0	19	0	1	0	1	0	20	0
Non-participation – other	1	0	1	0	58	0	1	0	1	0	49	0	1	0	1	0	55	0

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2009
Grade: 5
SAU: Windham School Department
School: Manchester School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 562–580)	2006-2007	4	2	4	2	702	5
	2007-2008	16	8	16	8	659	5
	2008-2009	12	5	12	5	836	6
	Cum. Total*	32	5	32	5	2197	5
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 542–560)	2006-2007	110	51	110	51	7730	55
	2007-2008	126	61	126	61	8195	58
	2008-2009	153	68	153	68	8495	61
	Cum. Total*	389	60	389	60	24420	58
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 532–540)	2006-2007	84	39	84	39	4182	30
	2007-2008	57	28	57	28	3800	27
	2008-2009	51	23	51	23	3667	26
	Cum. Total*	192	30	192	30	11649	28
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 500–530)	2006-2007	19	9	19	9	1419	10
	2007-2008	8	4	8	4	1362	10
	2008-2009	10	4	10	4	973	7
	Cum. Total*	37	6	37	6	3754	9

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	48	100	31.8	66.3	31.8	66.3	30.8	64.2
A1/A2 Interconnected Elements/Literary Text	24	50	15.3	63.8	15.3	63.8	15.0	62.5
A1/A3 Interconnected Elements/Informational Text	24	50	16.5	68.8	16.5	68.8	15.8	65.8

The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:
<http://www.maine.gov/education/lres/pei/index.html>.



ELA-READING RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 5
 SAU: Windham School Department
 School: Manchester School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	226	12	5	153	68	51	23	10	4	547	226	5	68	23	4	547	13971	6	61	26	7	546
Ethnicity																						
African American/Black	1										1						381	2	44	31	23	540
American Indian or Native Alaskan	2										2						110	0	48	38	14	541
Asian or Pacific Islander	2										2						252	11	58	21	11	547
Hispanic	0										0						166	4	54	32	10	543
Caucasian/White	221	12	5	152	69	47	21	10	5	547	221	5	69	21	5	547	13062	6	62	26	6	546
Not Reported	0										0						0					
Identified disability																						
Yes	25	0	0	8	32	12	48	5	20	538	25	0	32	48	20	538	2290	0	29	47	23	537
No	201	12	6	145	72	39	19	5	2	548	201	6	72	19	2	548	11681	7	67	22	4	548
Current LEP																						
Yes	5	0	0	1	20	3	60	1	20	537	5	0	20	60	20	537	354	1	35	34	30	538
No	221	12	5	152	69	48	22	9	4	547	221	5	69	22	4	547	13617	6	61	26	6	546
Economically disadvantaged																						
Yes	69	0	0	46	67	15	22	8	12	544	69	0	67	22	12	544	5716	2	51	35	12	542
No	157	12	8	107	68	36	23	2	1	548	157	8	68	23	1	548	8255	9	67	20	4	548
Migrant																						
Yes	0										0						8	0	38	25	38	538
No	226	12	5	153	68	51	23	10	4	547	226	5	68	23	4	547	13963	6	61	26	7	546
Gender																						
Female	115	6	5	79	69	24	21	6	5	547	115	5	69	21	5	547	6882	8	62	24	6	547
Male	111	6	5	74	67	27	24	4	4	547	111	5	67	24	4	547	7089	4	60	28	8	545
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1914	1	41	44	14	540
No	226	12	5	153	68	51	23	10	4	547	226	5	68	23	4	547	12057	7	64	23	6	547
Gifted/talented program																						
Yes	0										0						450	26	72	2	0	557
No	226	12	5	153	68	51	23	10	4	547	226	5	68	23	4	547	13521	5	60	27	7	545

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 5
SAU: Windham School Department
School: Manchester School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	4	0	0	5	63	3	38	0	0	543	4	0	63	38	0	543	4	2	40	34	24	540
B. less than one hour	81	9	5	126	68	40	22	9	5	547	81	5	68	22	5	547	70	6	63	26	6	546
C. one to two hours	14	3	10	20	65	8	26	0	0	549	14	10	65	26	0	549	24	7	61	26	6	546
D. more than two hours	1	0	0	2	67	0	0	1	33	543	1	0	67	0	33	543	2	4	42	33	21	541
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	34	7	9	53	69	15	19	2	3	550	34	9	69	19	3	550	36	10	67	18	5	549
B. good	52	5	4	88	75	21	18	3	3	547	52	4	75	18	3	547	47	5	62	27	6	546
C. fair	14	0	0	12	39	14	45	5	16	540	14	0	39	45	16	540	15	2	47	40	12	541
D. poor	0	0	0	0	0	1	100	0	0	538	0	0	0	100	0	538	2	0	30	46	24	537
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	29	7	11	50	77	6	9	2	3	551	29	11	77	9	3	551	31	9	65	20	5	548
B. They match some of what I have learned.	58	5	4	84	64	38	29	5	4	546	58	4	64	29	4	546	55	5	63	27	5	546
C. They match just a little of what I have learned.	10	0	0	16	70	6	26	1	4	545	10	0	70	26	4	545	10	3	45	38	14	542
D. There is no match.	3	0	0	3	50	1	17	2	33	537	3	0	50	17	33	537	3	1	31	41	27	537
How difficult was the reading part of this test?																						
A. more difficult than my regular schoolwork	13	2	7	18	60	9	30	1	3	546	13	7	60	30	3	546	16	3	49	32	15	542
B. about the same as my regular schoolwork	66	9	6	101	68	33	22	6	4	547	66	6	68	22	4	547	64	7	63	25	5	547
C. easier than my regular schoolwork	20	1	2	34	74	8	17	3	7	547	20	2	74	17	7	547	20	5	62	26	7	546
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	10	0	0	10	43	9	39	4	17	540	10	0	43	39	17	540	10	1	33	42	24	538
B. Most of the passages were about the same as what I normally read.	50	3	3	78	70	28	25	3	3	546	50	3	70	25	3	546	52	4	61	29	6	545
C. Most of the passages were easier than what I normally read.	39	8	9	63	72	14	16	3	3	550	39	9	72	16	3	550	38	10	68	18	4	549
How much time do you spend reading at home each day?																						
A. more than one hour	16	3	8	28	78	5	14	0	0	550	16	8	78	14	0	550	20	10	64	21	5	548
B. 20 minutes to an hour	67	7	5	101	67	36	24	7	5	547	67	5	67	24	5	547	56	7	65	24	5	547
C. less than 20 minutes	10	2	9	14	61	5	22	2	9	545	10	9	61	22	9	545	10	3	52	33	12	543
D. I rarely read at home.	7	0	0	10	63	5	31	1	6	545	7	0	63	31	6	545	14	1	46	38	14	541
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	24	1	2	33	62	16	30	3	6	547	24	2	62	30	6	547	25	3	53	33	11	543
B. six to ten pages	16	1	3	24	67	8	22	3	8	545	16	3	67	22	8	545	26	6	61	26	7	546
C. eleven or more pages	60	10	7	95	70	27	20	3	2	548	60	7	70	20	2	548	49	8	65	23	5	547
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	100	0	0	1	100	0	0	0	0	548	100	0	100	0	0	548						

MATHEMATICS RESULTS

Test Date: March 2009
Grade: 5
SAU: Windham School Department
School: Manchester School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 562–580)	2006-2007	9	4	9	4	1711	12
	2007-2008	19	9	19	9	1617	12
	2008-2009	36	16	36	16	2119	15
	Cum. Total*	64	10	64	10	5447	13
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 542–560)	2006-2007	97	45	97	45	6778	48
	2007-2008	108	52	108	52	7284	52
	2008-2009	122	54	122	54	7046	50
	Cum. Total*	327	50	327	50	21108	50
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 530–540)	2006-2007	77	35	77	35	3884	28
	2007-2008	61	29	61	29	3341	24
	2008-2009	51	23	51	23	3193	23
	Cum. Total*	189	29	189	29	10418	25
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 500–528)	2006-2007	34	16	34	16	1683	12
	2007-2008	19	9	19	9	1778	13
	2008-2009	17	8	17	8	1638	12
	Cum. Total*	70	11	70	11	5099	12

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	48	100	26.0	54.2	26.0	54.2	25.5	53.1
A. Number	18	38	10.1	56.1	10.1	56.1	9.8	54.4
B. Data	10	21	5.3	53.0	5.3	53.0	5.2	52.0
C. Geometry	10	21	4.4	44.0	4.4	44.0	4.7	47.0
D. Algebra	10	21	6.1	61.0	6.1	61.0	5.7	57.0

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 5
 SAU: Windham School Department
 School: Manchester School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	226	36	16	122	54	51	23	17	8	548	226	16	54	23	8	548	13996	15	50	23	12	547
Ethnicity																						
African American/Black	1										1						385	6	35	28	30	537
American Indian or Native Alaskan	2										2						110	5	42	34	20	540
Asian or Pacific Islander	2										2						257	19	50	20	12	548
Hispanic	0										0						166	9	43	31	17	543
Caucasian/White	221	36	16	121	55	49	22	15	7	548	221	16	55	22	7	548	13078	15	51	23	11	547
Not Reported	0										0						0					
Identified disability																						
Yes	25	0	0	6	24	10	40	9	36	531	25	0	24	40	36	531	2307	3	32	32	33	536
No	201	36	18	116	58	41	20	8	4	550	201	18	58	20	4	550	11689	17	54	21	8	549
Current LEP																						
Yes	5	0	0	1	20	2	40	2	40	532	5	0	20	40	40	532	365	5	33	30	32	536
No	221	36	16	121	55	49	22	15	7	548	221	16	55	22	7	548	13631	15	51	23	11	547
Economically disadvantaged																						
Yes	69	3	4	43	62	16	23	7	10	544	69	4	62	23	10	544	5731	7	46	29	18	542
No	157	33	21	79	50	35	22	10	6	549	157	21	50	22	6	549	8265	21	53	19	7	550
Migrant																						
Yes	0										0						8	0	38	50	13	540
No	226	36	16	122	54	51	23	17	8	548	226	16	54	23	8	548	13988	15	50	23	12	547
Gender																						
Female	115	16	14	59	51	30	26	10	9	546	115	14	51	26	9	546	6889	14	51	23	12	546
Male	111	20	18	63	57	21	19	7	6	549	111	18	57	19	6	549	7107	16	50	23	11	547
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1918	3	39	36	22	539
No	226	36	16	122	54	51	23	17	8	548	226	16	54	23	8	548	12078	17	52	21	10	548
Gifted/talented program																						
Yes	0										0						450	64	34	2	0	564
No	226	36	16	122	54	51	23	17	8	548	226	16	54	23	8	548	13546	14	51	23	12	546

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 5
SAU: Windham School Department
School: Manchester School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	4	0	0	4	50	2	25	2	25	543	4	0	50	25	25	543	4	8	38	26	28	539
B. less than one hour	81	31	17	100	54	40	22	13	7	548	81	17	54	22	7	548	70	15	52	23	10	547
C. one to two hours	14	5	16	16	52	8	26	2	6	548	14	16	52	26	6	548	24	15	51	23	11	547
D. more than two hours	1	0	0	2	67	1	33	0	0	546	1	0	67	33	0	546	2	9	37	24	30	539
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	36	26	32	46	57	6	7	3	4	555	36	32	57	7	4	555	34	28	50	14	8	552
B. good	38	8	9	53	61	20	23	6	7	546	38	9	61	23	7	546	45	11	54	24	10	546
C. fair	23	2	4	21	40	23	43	7	13	540	23	4	40	43	13	540	18	3	45	33	19	540
D. poor	2	0	0	2	40	2	40	1	20	536	2	0	40	40	20	536	3	1	29	41	29	535
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	35	22	28	43	54	11	14	4	5	552	35	28	54	14	5	552	38	22	52	19	7	550
B. They match some of what I have learned.	52	12	10	63	53	34	29	9	8	546	52	10	53	29	8	546	48	12	53	24	11	546
C. They match just a little of what I have learned.	11	2	8	15	63	6	25	1	4	547	11	8	63	25	4	547	11	6	40	30	24	540
D. There is no match.	2	0	0	1	25	0	0	3	75	524	2	0	25	0	75	524	3	6	26	29	38	534
How difficult was the mathematics part of this test?																						
A. more difficult than my regular schoolwork	19	2	5	23	53	12	28	6	14	541	19	5	53	28	14	541	17	7	42	30	21	540
B. about the same as my regular schoolwork	62	20	14	77	55	36	26	8	6	547	62	14	55	26	6	547	64	15	53	23	10	547
C. easier than my regular schoolwork	19	14	33	22	52	3	7	3	7	556	19	33	52	7	7	556	19	24	49	17	10	550
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	5	1	9	6	55	2	18	2	18	543	5	9	55	18	18	543	7	6	39	27	27	539
B. 30–45 minutes	15	3	9	11	32	14	41	6	18	542	15	9	32	41	18	542	28	9	49	28	15	544
C. 45–60 minutes	52	23	19	66	56	22	19	7	6	549	52	19	56	19	6	549	41	17	53	21	9	548
D. more than 60 minutes	28	9	15	38	61	13	21	2	3	549	28	15	61	21	3	549	24	21	51	20	8	549
How often do you use calculators in mathematics class?																						
A. almost every day	9	4	19	8	38	4	19	5	24	542	9	19	38	19	24	542	6	14	43	24	20	543
B. two or three days a week	46	20	19	60	58	20	19	4	4	550	46	19	58	19	4	550	24	17	52	21	10	548
C. two or three times each month	30	9	13	38	56	16	24	5	7	548	30	13	56	24	7	548	33	17	52	21	9	548
D. never or almost never	15	3	9	16	48	11	33	3	9	545	15	9	48	33	9	545	38	12	49	25	14	545
How often do you use hands-on materials in mathematics class?																						
A. almost every day	28	5	8	35	56	17	27	5	8	545	28	8	56	27	8	545	23	13	47	26	15	545
B. two or three days a week	34	17	22	36	47	16	21	7	9	548	34	22	47	21	9	548	31	17	52	21	10	548
C. two or three times each month	28	12	19	37	60	12	19	1	2	551	28	19	60	19	2	551	27	17	52	21	10	548
D. never or almost never	11	2	8	14	56	5	20	4	16	545	11	8	56	20	16	545	20	12	50	24	14	545
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	100	0	0	1	100	0	0	0	0	552	100	0	100	0	0	552						

SCIENCE RESULTS

Test Date: March 2009
Grade: 5
SAU: Windham School Department
School: Manchester School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (Scaled Score 562–580)	2008-2009*	7	3	7	3	626	4
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (Scaled Score 542–560)	2008-2009*	127	56	127	56	7187	51
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (Scaled Score 532–540)	2008-2009*	69	31	69	31	4364	31
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems. Explanations are illogical, incomplete, or missing. There are many inaccuracies. (Scaled Score 500–530)	2008-2009*	23	10	23	10	1818	13

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Science Total Points	48	100	30.0	62.5	30.0	62.5	29.2	60.8
D. The Physical Setting	24	50	13.2	55.0	13.2	55.0	12.9	53.8
E. The Living Environment	24	50	16.8	70.0	16.8	70.0	16.3	67.9

The MEA assesses students’ science knowledge based on questions that measure the science accountability content standards highlighted in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard D. The Physical Setting
D1 - Universe and Solar System
D2 - Earth
D3 - Matter and Energy
D4 - Force and Motion

Content Standard E. The Living Environment
E1 - Biodiversity
E2 - Ecosystems
E3 - Cells
E4 - Heredity and Reproduction
E5 - Evolution

SCIENCE RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 5
 SAU: Windham School Department
 School: Manchester School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	226	7	3	127	56	69	31	23	10	544	226	3	56	31	10	544	13995	4	51	31	13	543
Ethnicity																						
African American/Black	1										1						382	2	31	32	35	535
American Indian or Native Alaskan	2										2						110	3	36	35	26	538
Asian or Pacific Islander	2										2						256	5	51	27	17	542
Hispanic	0										0						167	1	40	37	22	539
Caucasian/White	221	7	3	125	57	68	31	21	10	545	221	3	57	31	10	545	13080	5	52	31	12	544
Not Reported	0										0						0					
Identified disability																						
Yes	25	0	0	7	28	10	40	8	32	536	25	0	28	40	32	536	2309	2	29	39	29	536
No	201	7	3	120	60	59	29	15	7	545	201	3	60	29	7	545	11686	5	56	30	10	545
Current LEP																						
Yes	5	0	0	1	20	1	20	3	60	530	5	0	20	20	60	530	361	1	23	32	44	533
No	221	7	3	126	57	68	31	20	9	545	221	3	57	31	9	545	13634	5	52	31	12	544
Economically disadvantaged																						
Yes	69	2	3	37	54	21	30	9	13	542	69	3	54	30	13	542	5729	2	42	37	20	539
No	157	5	3	90	57	48	31	14	9	545	157	3	57	31	9	545	8266	6	58	27	8	546
Migrant																						
Yes	0										0						8	0	25	13	63	530
No	226	7	3	127	56	69	31	23	10	544	226	3	56	31	10	544	13987	4	51	31	13	543
Gender																						
Female	115	3	3	59	51	38	33	15	13	543	115	3	51	33	13	543	6886	4	49	33	14	542
Male	111	4	4	68	61	31	28	8	7	546	111	4	61	28	7	546	7109	5	54	29	12	544
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1917	1	31	41	28	536
No	226	7	3	127	56	69	31	23	10	544	226	3	56	31	10	544	12078	5	55	30	11	544
Gifted/talented program																						
Yes	0										0						450	25	72	2	1	557
No	226	7	3	127	56	69	31	23	10	544	226	3	56	31	10	544	13545	4	51	32	13	543

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

SCIENCE RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 5
SAU: Windham School Department
School: Manchester School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	4	0	0	2	25	6	75	0	0	542	4	0	25	75	0	542	4	2	37	35	25	538
B. less than one hour	81	5	3	104	57	55	30	20	11	544	81	3	57	30	11	544	70	4	53	31	12	544
C. one to two hours	14	2	6	19	61	8	26	2	6	546	14	6	61	26	6	546	24	5	51	31	12	544
D. more than two hours	1	0	0	2	67	0	0	1	33	545	1	0	67	0	33	545	2	4	39	31	26	539
Which of the following best describes how you rate yourself as a student in science?																						
A. very good	18	0	0	25	63	12	30	3	8	545	18	0	63	30	8	545	26	7	56	26	11	545
B. good	58	6	5	78	60	32	25	14	11	546	58	5	60	25	11	546	53	4	53	31	11	544
C. fair	21	1	2	20	43	22	47	4	9	542	21	2	43	47	9	542	18	2	41	39	17	540
D. poor	4	0	0	3	38	3	38	2	25	537	4	0	38	38	25	537	3	1	33	36	30	536
How well do the questions that you have just been given on this MEA test match what you have learned in school about science?																						
A. The questions on the test match what I have learned in science class.	18	4	10	26	63	7	17	4	10	548	18	10	63	17	10	548	23	5	56	28	11	544
B. They match some of what I have learned.	51	2	2	67	58	34	30	12	10	544	51	2	58	30	10	544	48	5	52	31	12	544
C. They match just a little of what I have learned.	24	1	2	26	48	21	39	6	11	543	24	2	48	39	11	543	23	4	49	33	14	543
D. There is no match.	7	0	0	8	50	7	44	1	6	545	7	0	50	44	6	545	6	3	40	34	23	539
How difficult was the science part of this test?																						
A. more difficult than my regular schoolwork	24	2	4	28	53	18	34	5	9	544	24	4	53	34	9	544	23	5	48	31	16	543
B. about the same as my regular schoolwork	56	5	4	73	58	36	29	11	9	545	56	4	58	29	9	545	58	4	52	32	12	543
C. easier than my regular schoolwork	20	0	0	25	57	13	30	6	14	543	20	0	57	30	14	543	19	6	53	29	11	544
How often do you have science classes?																						
A. every day	36	5	6	46	57	23	28	7	9	546	36	6	57	28	9	546	33	5	51	31	14	543
B. a few times a week	35	2	3	44	56	24	31	8	10	545	35	3	56	31	10	545	45	4	52	32	11	544
C. once a week	3	0	0	3	43	1	14	3	43	536	3	0	43	14	43	536	8	4	50	30	16	542
D. a few times a month	27	0	0	34	57	21	35	5	8	544	27	0	57	35	8	544	15	4	52	30	14	543
Which statement best describes how you learn science?																						
A. I mostly read a textbook and answer questions, and/or take notes and do assignments. I use science kits for demonstrations and experiments.	51	3	3	61	54	38	33	12	11	544	51	3	54	33	11	544	30	3	48	35	14	542
B. I work in groups to design and conduct experiments.	10	0	0	6	27	11	50	5	23	536	10	0	27	50	23	536	23	2	43	37	18	540
C. I do a combination of A and B, mostly A.	28	3	5	44	71	13	21	2	3	548	28	5	71	21	3	548	27	6	58	26	9	546
D. I do a combination of A and B, mostly B.	12	1	4	16	59	6	22	4	15	546	12	4	59	22	15	546	21	6	58	27	10	545
How often do you make observations and collect data in science class?																						
A. a few times a week	35	2	3	39	49	28	35	10	13	542	35	3	49	35	13	542	47	4	51	32	12	543
B. a few times a month	24	2	4	33	62	13	25	5	9	546	24	4	62	25	9	546	27	5	54	30	11	544
C. once a month	17	0	0	24	63	11	29	3	8	544	17	0	63	29	8	544	10	5	49	30	15	543
D. never or almost never	24	3	5	30	55	17	31	5	9	545	24	5	55	31	9	545	15	3	48	32	16	542
How often do you use observations and data to support your idea about science?																						
A. a few times a week	34	2	3	39	52	24	32	10	13	543	34	3	52	32	13	543	46	4	52	32	12	543
B. a few times a month	25	5	9	30	54	16	29	5	9	547	25	9	54	29	9	547	28	5	53	30	12	544
C. once a month	17	0	0	22	59	11	30	4	11	542	17	0	59	30	11	542	11	4	47	34	15	542
D. never or almost never	24	0	0	32	60	17	32	4	8	545	24	0	60	32	8	545	15	4	50	30	16	542
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	100	0	0	0	0	1	100	0	0	538	100	0	0	100	0	538						

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards
N = Number